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ABSTRACT

The document describes educational development in Iraq during the period 1974-76. General principles upon which the educational system is based were set down at a Congress of the Arab Ba'ath Socialist Party in 1974. According to these principles, education is compulsory on the primary level, free on all levels, administered by a re-organized Ministry of Education, and includes vocational education. The system is organized into two years of kindergarten, six years of primary school, and six years of secondary school. The secondary program is divided into three years of basic studies followed by three years of specialization in academic or vocational subjects. Higher education is presented in technical institutes, colleges, and universities. Teachers are trained at specialized institutes as well as at Iraq's numerous colleges of education and they are offered a variety of in-service courses once they are working in the field of education. Policy orientations following the socialist reorganization in 1974 include efforts to bring the educational system into harmony with national political objectives, quicken the pace of educational development, stress science and technology, provide equal opportunities for women, and increase the number of literacy programs available to adults. (Author/DB)

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REPUBLIC OF IRAQ
MINISTRY OF EDUCATION

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# DEVELOPMENT OF EDUCATION IN IRAQ DURING 1974/75 and 1975/76

DIRECTORATE-GENERAL
OF
EDUCATIONAL PLANNING

A Report Presented to the XXXVI Session
of the International Conference on Education

Palais Wilson, Geneva
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# A REPORT ON THE DEVELOPMENT OF EDUCATION IN IRAQ DURING THE YEARS 1974/75 AND 1975/76

## Part I. Organization and structure of the education system

### 1. General principles

#### (a) Basic legislation on education presently applicable

The relevant Sections of the Provisional Constitution of Iraq, The National Pact and the Proceedings of the Eighth Regional Congress of the Arab Ba'ath Socialist Party in Iraq held in January 1974 and subsequently made into a Law lay down that the State will provide compulsory, free basic education to all children. Recently, these Directive Principles have been translated into Laws and Ordinances on Popular Education. The most important of them are listed below:

(i) Revolutionary Command Council Decision No. 102 dated 7.2.1974 regarding "Free-of-Charge" education at all levels.

(ii) R.C.C. Decision No. MQ/1/4/2261 dated 9.5.1974 in order to nationalize all educational establishments maintained and run by Private Bodies.

(iii) R.C.C. Decision No. 935 dated 25.8.1974 to affiliate the (Private) Al-Mustansiriya University as a State University.

(iv) Law No. 118 of 1976 to make school attendance compulsory for all six-year old children from the school year 1978/79.

(v) Law No. 124 of 1971 in order to re-define the overall functions of the Ministry of Education in the light of the objectives of the Revolution.

(vi) Ordinance No. 13 of 1972 relating to the re-organization of the Ministry of Education. This Ordinance defines the responsibilities of all the Directors-General as well as the duties of the Directors of the various Divisions, including the Directors of Education in the Governorates.

(vii) Ordinance No. 63 of 1968 relating to the re-organization of Primary Schools in Iraq.

(viii) Ordinance No. 2 of 1977 relating to the re-organization of Secondary Schools in Iraq.

(ix) Law No. 198 of 1975 in order to establish a Foundation for Vocational Education as a semi-autonomous Body under the Ministry of Education.

The above-mentioned Laws, Decrees and Ordinances constitute the basic legislation on public education in Iraq and govern the organization of her educational system. Some of these are commented upon in Part II of this report.

**(b) Principles governing the nature of the education system**

(i) Education is free at all levels, including higher education. No tuition fee is charged to any student. Nor is any charge levied for social and athletic activities. In addition, textbooks and stationery items are provided free of cost.

(ii) A law to make primary education compulsory was passed in 1976. According to this Law, primary education will be compulsory for all children who attain the age of six years at the beginning of the school year 1978/79 or on 31 December of that year.

(iii) As a corollary to the Compulsory Education Act, school attendance will be compulsory from 6 to 15

years of age or until the completion of primary stage, whichever is earlier.

(iv) There is no selection at any stage, except the requirement to pass the prescribed examination. The Constitution and all Laws pertaining to education guarantee equality of access to education, of all types and at all levels, to all Iraqi citizens without discrimination on grounds of sex, caste, religion, ethnic affiliation or race.

**(c) Provision in respect of co-education**

There is no Law requiring boys and girls to attend separate educational institutions. Whether or not a child would attend a co-educational institution is mainly a question of parental preference and social mores. In recent years, parents have shown a marked preference for sending their wards to mixed institutions. Consequently, the Government has been encouraging the establishment of co-educational schools, particularly at the pre-primary and primary levels. At the secondary level also, one can discern a slow, but certain, change-over to co-educational establishments. At the collegiate level, Iraq has had a long tradition for co-educational institutions.

**2. System of administration**

**(a) Role of educational bodies**

The responsibility for administering the educational system is shared between the Central Government on the one hand and the Local Administration on the other. The Ministry of Education has direct control over secondary education (general, vocational and teacher training), while the administration of primary education, fundamental education and literacy programmes is the

responsibility of the Ministry of Interior through its Departments of Local Administration. All funds for these programmes are administered at the provincial level by a Director of Education who is responsible to the Ministry of Education for all technical matters.

All policy decisions, whether long- or short-term, are made by the Ministry of Education through an Education Council which is chaired by the Minister of Education and includes, as members, the two Under-Secretaries and all the ten Directors-General.

Higher Education is administered by the Ministry of Higher Education and Scientific Research. However, the Universities are autonomous in most of the technical and professional matters.

Various technical Ministries such as Agriculture and Agrarian Reform, Communications, Health, Industry and Labour & Social Affairs also organize training programmes which are based mainly at the skilled workers' level.

**(b) Functions and relationships of the educational bodies**

The organizational charts of the Ministries of Education and Higher Education & Scientific Research are attached at Annexes A.1 and A.2. They show the major Divisions as well as the related services of the two Ministeries.

**(c) Mechanism of educational financing**

The Government of Iraq finances education of all types and at all levels, from the kindergarten to the university level. The Ministry of Education budget provides for kindergarten, primary and secondary (both

general and vocational) education. In addition, the Ministry of Education pays for technical supervision, development of curriculum and textbooks, audio-visual aids and teacher training. On the other hand, the Ministry of Higher Education and Scientific Research budgets for all university and post-secondary technical education. Certain amounts are also provided for education in the budgets of the Ministries of Youth, Health and the Interior (Local Administration), the last accounting for primary and basic education. Since 1976, the fiscal year in Iraq begins on first January and ends on 31 December.

Table I shows the Regular budget for education for the years 1974/75, 1975 aid 1976 in local currency and also as percentage of the national Regular budget for the corresponding years. Though the Regular education budget for 1976 was 41% higher than that for 1974/75, in relation to the national budget, it decreased from 18.3% tin 1974/75 to 11.5% in 1976. Of course these figures for education budget exclude the provision for construction of new school buildings and other capital expenditures which form part of the investment budget.

**Table I. Ruglar budget for education ID. (000)**

| Item/year | 1974/75 | 1975@ | 1976 |
|---|---|---|---|
| (1) Regular Education Budget | 120,476 | 141,232 | 170,353 |
| (2) Regular National Budget | 657,311 | 1,085,169 | 1,476,585 |
| (3) (1) as % of (2) | 18.3 | 13.3 | 11.5 |

@ Adjusted for 12-month period: 1.1.1975 to 31.12.1975.

## 3. Structure and organization

### (a) Description of the general education system

The structure of the education system of Iraq is shown in Annex B. It will be seen that pre-school education, based on a two-year kindergarten programme, forms the lowest rung of the educational ladder in Iraq. This is followed by a six-year primary school (grades 1—6). Secondary education is also of six years' duration but it is divided into two stages: an Intermediate stage of three years, followed by a Preparatory stage of the same duration. While the Intermediate stage provides common and general education courses for all, the Preparatory stage is diversified to cater to individual interests on the one hand and to the needs of the economy on the other. It is divided into two main sections: Academic and Vocational. The academic section provides one year of general education, at the end of which students may specialize either in Literary or Science subjects for a period of two years in grades 11 and 12. The vocational section comprises four streams, namely, Agricultural, Industrial, Commercial and Women's (Home Economics). However, the last-named stream was phased out in June 1976.

Higher education is provided either in Higher Technical Institutes, normally of two or three years' cycle, or in universities and colleges which offer courses extending over four to six years, depending on the field of specialization.

**(b) Duration of each stage and terminal qualifiactions**

The relevant information is tabulated below:

| Stage | Duration (years) | Terminal qualifications: Award of |
|---|---|---|
| Kindergarten | Two | Certificate |
| Primary | Six | Certificate |
| Intermediate | Three | Certificate |
| Preparatory | Three | Certificate |
| Secondary Voc. | Three | Certificate |
| Higher education | Two to six | Diploma or degree |

**(c) Promotion practices and examinations**

The system of examinations and grade-to-grade promotion is governed by the Regulations issued in this behalf by the Ministry of Education from time to time. According to the Regulations which are currently in force, pupils are promoted from one grade to the next higher grade on successful completion of the lower grade. The successful completion of grade means obtaining the prescribed minimum marks at the final school (internal) or public (external) examination, as the case may be.

The final school examinations are held at the end of the non-terminal grades, that is, 1—6, 7—8 and 10—11; while the final public examinations are held at the end of the terminal grades, that is, grade 9 which marks the end of the Intermediate stage, and grade 12 which terminates the Preparatory stage for general (or academic) and vocational education. The final examinations are conducted twice a year — normally at the end of the school-year and again before the start of the ensuing academic year.

Besides the final examinations, schools are expected to hold daily and weekly quizes, monthly tests and mid-year examinations. In general, these do not affect the outcome of the final examinations, but may provide extenuating circumstances in some cases.

The final school examinations are organized by the schools themselves. For this purpose, a special committee, called the Examination Committee, is set up in every school by an Administrative Order. It consists of the Headmaster, the Assistant Headmaster and two teachers who are elected by the Teachers' Council. The functions of the Committee are: To conduct and supervise the final school examinations; To enter the examination marks in the school register; and to announce the examination results. The final public examinations are organized by the Directorate of Examinations of the Ministry of Education. The general conditions which determine success or failure in the final examinations are described below:

**Primary level:** A pupil's success or failure in the first two grades is determined by the class teacher himself. In other grades, it depends on the pupil's marks in the final examination: He is considered successful if he obtains at least 50% of the marks in each subject: conditionally passed if he obtains less than 50% of the marks in at most two subjects; and failure if he gets less than 50% of the marks in three or more subjects. A conditionally passed student may re-appear at the supplementary examination. If he is unable to obtain at least 50% of the marks in the subject(s) under condition, he is considered to have failed the grade and must repeat it.

**Secondary level:** The success or failure of a student



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in the secondary grades depends on the marks obtained by him in the final examination: (i) He is declared successful if he obtains the minimum pass marks in each subject as well as 60% or more of the total marks, taking all the subjects together; (ii) He is considered to have passed conditionally if he obtains less than 50% of the marks in at most two subjects, but 60% or more of the total marks; or having obtained less than 60% of total marks, the number of subjects in which he gets less than 50% of the marks is less than two; (iii) He is deemed a failure if he can be declared neither successful nor conditionally passed. A conditionally passed student may re-appear at the supplementary examination. If he is unable to beat the condition, he is considered to have failed the grade and must then repeat it. .

In general, a student at the Primary or Secondary level is deemed to have failed an examination if he: (i) Uses or tries to use unfair means at the examination; (ii) Fails to present himself at the main examination without valid and acceptable reasons; (iii) Fails to appear at the supplementary examination for any reason whatsoever.

**(d) Dates of beginning and end of school year**

The school year in Iraq begins in September and ends in June of the following year. This is true of all the levels of education, of course with minor adjustments.

**4. Curricula**

**(a) Mechanism of Curricula preparation and development**

The Ministry of Education has the responsibility for developing the national curricula, textbooks and teaching aids. For this purpose, the Ministry has set up a



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Directorate-General of Curricula and Teaching Aids, with seven Directorates. One of them, the Directorate of Curricula and Textbooks has been assigned the task of developing and preparing national curricula and textbooks.

In order to carry out its functions, the Directorate of Curricula and Textbooks has established National Curriculum Committees (NCCs) — one for each major subject or group of subjects taught in the primary and secondary schools in Iraq. Besides nominating some of its own staff members to the NCCs, the Directorate calls upon University professors, educational researchers and supervisors as well as experienced teachers to serve on them. The various steps which must be taken in the process of developing national curricula and textbooks are listed below:

(i) Identification of the fundamental principles of social and educational philosophy, as adopted both by the Government and the society;

(ii) Determination of the general objectives for the educational policy to be adopted;

(iii) Listing of basic curriculum objectives for each level of education so as to cover all the aspects which contribute to the development of pupils' character and personality along sound lines;

(iv) Drafting the curricula and syllabuses for each subject taught in each grade and each level of education; and

(v) Selection of appropriate textbooks, teaching aids and other educational activities which would ensure the achievement of the basic objectives of the curriculum.

The curricula, syllabuses and textbooks drafted by the NCCs are reviewed by a Higher Committee on

Curricula, Teaching Aids and Examinations which has been set up by the Ministry of Education under the Chairmanship of the Under-Secretary of Education for Technical Affairs. The Higher Committee undertakes a comprehensive technical scrutiny of the subject curricula, proposed for the various grades, to ensure breadth and depth within the subjects and proper balance between the subjects. The final approval of the curricula, courses of study and textbooks rests with the Education Council which is presided over by the Minister of Education (see chart at Annex C).

If the Education Council approves the curricula, it sends them back to the Directorate of Curricula and Textbooks to start with the development and preparation of relevant textbooks and teaching aids. If, on the other hand, it has querries about the curricula, they are referred back to the Higher Committee for clarifications. This process is repeated until the Education Council has finally approved the national curricula.

**(b) Basic subjects taught, compulsory and optional, at each level**

The basic subjects taught at each level are shown in the weekly time-tables which are attached as Annexes D.1 to F.2 to this report.

**5. Teacher education (pre-service)**

**(a) Type of teacher education institutions**

There are three main types of teacher education institutions, namely,

(i) Teacher Training Schools (TTS) which offer a 3-year course.

(ii) Teacher Training Institutes (TTI) which offer a 2-year course.

(iii) Colleges of Education (CE) which offer a 4-year course.

**(b) Entry requirements**

The following qualifications have been prescribed for admission to the various types of teacher education institutions:

(i) TTS — Successful completion of the Intermediate school course.

(ii) TTI — Successful completion of the Preparatory school course.

(iii) CE — Successful completion of the Preparatory school course or its equivalent.

**(c) Level of training of various categories of teachers**

(i) Teachers in pre-primary and primary schools should be graduates of the Teacher Training Schools or the Teacher Training Institutes or hold an equivalent qualifiaction.

(ii) Teachers in secondary schools should be graduates of a College of Education or hold a recognized equivalent degree.

**(d) Length and basic content of training**

The length of training at each type of teacher education institutions is shown under section (a) above. The basic subjects included in the curriculum are shown in Annexes F.1 and F.2.

**(e) Provision and possibilities for in-service training**

Ample opportunities are available for serving teachers to improve their academic and professional status by attending in-service training courses which are organized by the Ministry of Education on the one hand and by the universities and colleges on the other.

(i) Within the Ministry of Education, the Directorate-General of Educational Supervision and Teacher

Training (E.S. & T.T.) is responsible, besides its supervisory functions, for the in-service training of kindergarten, primary and secondary teachers as well as educational leaders. A special unit for training the serving primary teachers by the multi-media approach was also set up in 1973 and attached to the Directorate-General for E.S. & T.T. The new approach combines indirect forms of training such as self-study assignments, supplementary reading, video-taped materials and radio & television programmes with more direct methods of training such as weekly seminars or workshops, on-the-job supervision and guidance and summer courses. The unit has been recently raised to the level of a Central Institute for In-Service Training of Educational Personnel.

(ii) In-service training courses for the primary school supervisors, which use the multi-media approach, have also been instituted with two main objectives, that is,

— To improve the impact of supervisory activities on primary education;

— To prepare the supervisors to act as field tutors for the teachers undergoing the one-year refresher course by the multi-media approach in their respective districts.

(iii) The Ministry of Education also runs annually several programmes of in-service training for secondary school teachers. These courses are organized according to subject areas, particularly when innovative methods are proposed to be introduced, such as integrated science, new mathematics, language teaching, etc.



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## Part II. Development of education in 1974—76

### 1. New Policy Orientations

The new orientations of Iraq's present educational policy are outlined below. These have been derived from the Proceedings of the Eighth Regional Congress of the Arab Ba'ath Socialist Party in Iraq which was held in January 1974 and has subsequently been made into a Law.

(i) After a re-appraisal of the whole educational situation, the Government plans to focus comprehensively on the building of a new educational system which would be in harmony with the principles and aims of the Revolution.

(ii) The new system must infuse the future generation with the ideals of nationalism and of socialist democracy so that they may realize the ambitions of the Arab Nation, and the basic aims of the Arab Ba'ath Socialist Party, that is, Unity, Liberty and Socialism.

(iii) The pace of educational development must be quickened.

(iv) New educational programmes, which must replace the present ones at all levels of education (from kindergarten to university), must be based on the principles of the Party and the Revolution.

(v) In particular, a special stress must be placed on science and technology in order to provide the personnel required in the various fields of development.

(vi) The universities must become centres for the new generation to carry out research and planning, and contribute effectively to the revolutionary transformation and national development.

(vii) The Government must provide equal educational opportunities for women to enable them to contribute their full share to society's well-being.

(viii) The coming years must witness the complete eradication of illiteracy from Iraq, and for this purpose, classical methods must give place to innovative and revolutionary approaches.

(ix) During the next five years, compulsory primary education must be introduced throughout Iraq; this step should be followed by the introduction of compulsory education at the higher stages.

(x) The Iraqi Youth Organization must be strengthened and its programmes widened so that they may contribute to the diffusion of the Socialist principles and practices.

**2. New educational legislative measures**

(i) A list of the main legislative and regulating documents is given under Section 6(a) of this report.

(ii) In addition to those mentioned in Part I, Section 1(a) of this report, the following legal measures, which affect the organization of education in Iraq, were issued during the years 1974/75 and 1975/76:

— Regulation No. 54 of 1975 issued by the Ministry of Education to improve school libraries in view of their important role in the educational process.

— Regulation No. 162 issued by the Ministry of Education to provide for youth-training in schools.

— Regulations No. 6 and 7 issued by the Ministry of Education to further amend the system of Public Examinations.

**(iii) Comments**

— The R.C.C. Decision No. 102 is one of the most far reaching decisions, because it made education, at all levels and of all types, free of charge to the pupils, including the provision of textbooks and stationery items as well as social and athletic activities. As a corollary to this decision, all private educational institutions were placed under public control and private education was abolished with effect from the academic year 1974/75. These Decisions have brought education within the reach of every Iraqi citizen, without any discrimination on grounds of sex, language, race or religion.

— Of equally great importance is the Compulsory Education Law (No. 118 of 1976). According to this Law, all children who attain the age of six years at the beginning of school year 1978/79 or on 31 December 1978 will have to attend primary schools. The Law also provides for compelling parents or guardians, on pain of fine or imprisonment, to send their children or wards to primary schools until they complete the primary level of education or attain the age of 15 years, whichever is earlier.

— The intention of Ordinance No. 2 of 1977 is to bring secondary education into line with the political and social aspirations of the nation. It re-defines the aims of secondary education and also provides for better organization and administration of the secondary schools.

— The Foundation for Vocational Education established under Law No. 198 of 1975 has been vested with full power to re-organize vocational

training of all types within the frame of national development plans and to improve the quality of vocational education by all available means. The importance of such a measure in a fast developing country should be obvious.

### 3. Administration, planning and financing

The following developments and changes are worth mentioning:

— The planning, organization and administration of vocational training of all types will henceforth be the responsibility of the Foundation for Vocational Education which has been set up as a semi-autonomous Body under the Ministry of Education in pursuance of Law No. 198 of 1975.

— The Adult Illiteracy Eradication Programme was taken over by the Regional Leadership of the Arab Ba'ath Socialist Party. The necessary administrative arrangements, resulting from this change, have already been completed.

— In pursuance of R.C.C. Decision No. 102, all privately managed educational institutions were nationalized and taken over by the Ministry of Education and their administration and supervision brought within the power and purview of the Ministry. The process of nationalization which started in September 1974 has been completed. Consequently, the Government has assumed the entire responsibility for financing the educational system from pre-primary to the highest level.

### 4. Development of the system

#### (a) Formal education

Annexes G.1, G.2, G.3 and G.4 give a general idea of the quantitative growth achieved by the education system

during the two academic years 1974/75 and 1975/76. Some comments on the quantitative growth are given in the following paragraphs:

**Institutions:** Annex G.1 gives the number of institutions at each level of education by pupils' sex for the years 1974/75 and 1975/76. The total number of institutions in the latter year was 9,393 or 16% more than that in 1973/74. Co-educational institutions during 1975/76 accounted for 100% of the kindergartens; 44.6% of the primary schools; 17% of the secondary (general) schools and 36.2% of the secondary (vocational) schools. Most of the institutions at the higher level of education continued to be co-educational. With regard to primary schools, it should be noted that 44.6% of them were reported as mixed for technical reasons, though, in practice, almost all of them had admitted both boys and girls.

**Enrolments:** Annex G.2 gives the number of pupils enrolled in educational institutions by level of education and pupils' sex during the academic years 1974/75 and 1975/76. The total enrolment of 2,426,684 pupils in 1975/76 was 27.9% higher than that in 1973/74. Over the same period, the enrolment in Teacher Training schools increased nearly 22-fold; that in Pre-primary schools by 163.2% and in Higher Technical Institutes by 79.6%. The smallest increase (13.3%) was recorded in the enrolment in Preparatory schools.

**Teachers:** Annex G.3 shows the number of full-time teachers in Iraq by level of education and teachers' sex during the academic years 1974/75 and 1975/76. Their total number (94,362) in the latter year was 20.7% higher than that (78,151) in 1973/74. Over the same period, the number of teachers in Teacher Training Schools increased

11-fold; that in Pre-primary schools by 121.2% and in Teacher Training Institutes by 65.1 per cent. The smallest increase (9.6%) was recorded in the number of teachers employed in the colleges.

The following paragraphs provide a brief discussion of the quantitative development of education at each level:

**Pre-school education:** In the school year 1975/76, there were 245 kindergartens with an enrolment of 44,413 pupils (23,835 boys and 20,578 girls), taught by 1,913 teachers (all female). In relation to 1973/74, the number of kindergartens, pupils and teachers increased by 64.4%, 163.2% and 121.2% respectively. These impressive increases are the result of the Government's policy to expand the facilities for pre-school education many-fold.

**Primary education:** Statistics for the school year 1975/76 show that there were 7,664 primary schools with an enrolment of 1,765,092 pupils (1,176,208 boys and 588,884 girls), instructed by 68,875 teachers (43,871 male and 25,004 female). As compared with the position in 1973/74, the number of schools, pupils and teachers increased by 13.9%, 25.3% and 17.8% respectively. The Ministry of Education has planned several measures to attract more girls to primary schools; including the appointment of more female teachers.

**Secondary (general) education:** The combined number of Intermediate, Preparatory and full Secondary schools in 1975/76 was 1,315; with a total enrolment of 499,113 pupils (356,788 boys and 142,325 girls), who were taught by 18,487 teachers (10,964 male and 7,523 female). As compared with the position in 1973/74, the increases in the number of schools, pupils and teachers were 20.3%,

28.4% and 24.3% respectively. The Government is taking appropriate steps to encourage a larger number of girls to continue their education beyond the primary stage.

The number of pupils at the Intermediate stage (grades 7—9) was 369,693 (265,520 boys and 104,173 girls) or 74.1% of the total enrolment at the secondary (general) stage. The enrolment at the Preparatory stage (grades 10—12) was 129,420 (91,268 boys and 38,152 girls) or 25.9% of the total. It is noteworthy that the enrolment in the science sections of grades 11 and 12 has been increasing over the last decade and had reached 68% in 1975/76.

**Secondary (vocational) education:** Vocational education is provided in separate Secondary Agricultural, Industrial, Commercial and Women's (Home Economics) schools. Statistics for the school year 1975/76 show that there were 80 secondary vocational schools in the country, with 23,782 pupils (18,277 boys and 5,505 girls); taught by 1,645 teachers (1,373 male and 272 female). As compared with 1973/74, the number of schools, pupils and teachers increased by 23.1%, 48.5% and 31.1% respectively.

The enorlment of 655 girls in Secondary Industrial schools compared to 167 in 1973/74 is indicative of the new trend in the education and training of girls in Iraq. At the same time, Commercial (Business) education is attracting a larger number of girls; the increase in the two years since 1973/74 being 76.2 per cent. Furthermore, the imbalance between academic and vocational education continues to improve, albeit slowly, as Table II below will shows:

**Table II. Enrolment at Preparatory stage**

| Year | Enrolment in | | Total | Percent in |
|---|---|---|---|---|
| | Academic Edu. | Vocational Edu.* | | Vocational Edu. |
| 1972/73 | 104,053 | 11,265 | 115,318 | 9.8 |
| 1973/74 | 114,179 | 16,010 | 130,189 | 12.3 |
| 1974/75 | 129,313 | 21,033 | 150,346 | 14.0 |
| 1975/76 | 129,420 | 23,782 | 153,202 | 15.5 |

**Teacher Training Schools:** During the academic year 1975/76, there were 27 Teacher Training Schools, with an enrolment of 8,096 trainees (2,611 boys and 5,485 girls) and a staff of 405 teachers (142 male and 263 female). Compared to the position in 1973/74, the number of schools increased 27-fold; the number of trainees 22-fold and the number of teachers 11 times.

**Teacher Training Institutes:** During the academic year 1975/76, there were 11 Teacher Training Institutes, with an enrolment of 8,377 trainees (3,105 boys and 5,272 girls), and a staff of 241 teachers (161 male and 80 female). Compared to the position in 1973/74, the number of institutes, pupils and teachers increased by 175.0%, 18.3% and 65.1% respectively.

**Higher Technical Institutes:** These institutes offer post-secondary courses in technical subjects which may extend over two or three years. Their main objective is to train middle-level technicians. During the academic year 1975/76, there were 8 Higher Technical Institutes, with an enrolment of 5,766 students (4,098 boys and 1,668 girls), and a staff of 295 teachers (198 male and 97 female).

* Statistics of Secondary (Vocational) education by stream are given in Annex G.4.

Compared to the position in 1973/74, the number of students and teachers increased by 79.6% and 20.9% respectively, but there was no change in the number of the institutes.

**Colleges:** The colleges offer post-secondary courses which may extend over four to six years, depending on the area of specialization. The 41 colleges, grouped under universities, had in 1975/76, an enrolment of 70,979 students (49,458 boys and 21,521 girls) with a staff of 2,430 teachers (2,006 men and 424 women). Compared to the position in 1973/74, the number of colleges decreased by one, but the number of students and teachers increased by 28.8% and 9.6% respectively.

**(b) Development of non-formal education and other educational programmes for youth and adults**

The following educational programmes are worth mentioning as examples of Government's efforts to ensure equality of educational opportunity for all children. Mostly non-formal in their nature and approach, these programmes are organized parallel to the formal system of education:

**Accelerated primary schools:** In order to provide basic education for children between 10 and 15 years of age, who missed schooling at the appropriate time, primary schools of three years' duration are being established in selected areas.

**Special Centres:** A number of special centres have been set up to provide basic education to girls who are 12 to 14 years old, but had little or no education in the past. Their programme includes basic skills in literacy, numeracy as well as training in home economics and home nursing. In addition, the Government has already

set up some centres to provide job-oriented vocational training to girls.

**Education for Rural Development:** In co-operation with Unesco, the Ministry of Education has established **a Pilot Experimental Project in an Integrated Approach to Education for Rural Development.** The overall aim of the project is to prepare poly-valent programmes which are fully integrated into the development needs of rural areas. At the same time, new methods will be developed to prepare children, young people and adults for wider participation in community life and for making larger contributions to the economic, social and cultural development of the country.

**Farmer training programmes:** As extension of the Secondary Agricultural Schools, the Ministry of Education has set up ten Farmer Training Wings which will offer short courses (lasting from 7 to 14 days) for upto 30 participants at a time. Mainly practical in nature, these courses will be geared to the development of selected farm skills to improve agricultural productivity.

**Special education:** This area of education falls within the purview of the Ministry of Labour and Social Affairs and Local Administrations. However, the Ministry of Education has established special educational classes which are attached to primary schools. It also co-operates with the authorities concerned by providing educational materials, equipment and trained teachers for the existing institutions which include one school for the deaf and dumb, one centre for the blind and two schools for the mentally retarded children.

**Adult Literacy/Education:** Programmes of adult literacy/education now constitute an important part of the Government's educational effort. The Government

and the Regional Leadership of the Arab Ba'ath Socialist Party are committed to the complete eradication of illiteracy from Iraq within the next 5 years or so. A variety of programmes and strategies have been developed to suit the needs of specific adult groups and geographical areas. The number of adults benefitting from these programmes during 1975/76 was 133,578 including 68,246 women.

**(c) Educational reforms and innovations**

The following reforms are worth noting:

(i) **Curricula reform:** Efforts are being made to increase the relevance of the curriculum to local environment and to lay greater emphasis on the teaching of the national language.

(ii) Modern mathematics has been introduced in the primary schools, with corresponding changes in the teaching methodology. Special training courses for teachers of mathematics are being organized. The mathematics curriculum for secondary schools has also been modified in the light of contemporary theories of mathematics education.

(iii) The science curriculum, too, has undergone some changes to reflect the recent developments in science teaching — both with respect to content and the methods of teaching. Henceforth greater emphasis will be laid upon developing scientific concepts and attitudes; upon experimental work and on relating programmes of study to the local environment. Another projected development is to introduce integrated science at the primary and secondary stages.

(iv) The Ministry of Education is making serious efforts to introduce work experience, industrial arts and

handicrafts into all primary and secondary schools within the scope of the prescribed curricula. Consequently, agricultural education has now been established as a basic school subject, specially in the rural primary schools. At the intermediate stage, vocational training workshops have been established. These workshops are in addition to the numerous handicrafts training centres which are already functioning in major towns and cities. At the preparatory stage, facilities for vocational education are being expanded to meet the increasing demand for skilled workers.

(v) It has been decided to introduce from 1978, comprehensive secondary education on an experimental basis. To begin with, four comprehensive secondary schools (3 for boys and 1 for girls) are to be established in different parts of the country. While their construction is well under way, due attention is being paid to the preparation of curriculum and the training of teachers. This will be a major reform of the general secondary education in Iraq.

Several innovative measures were introduced or continued during the past two years. Some of them are mentioned below:

(i) Single-teacher primary schools were opened to bring education within the reach of small settlements in the countryside. The need for such schools was being felt increasingly in connection with Government's plan to universalize primary education. The teachers for these schools will be given special training so that they can teach three or four grades single-handed.

(ii) In order to encourage primary graduates to continue their education in small communities which cannot afford a fully-fledged Intermediate school, it has

been decided to add Intermediate classes, even one at a time, to the primary schools themselves.

(iii) The Ministry of Education is making ever greater use of school broadcasting and educational television, to improve the quality of class-room instruction, particularly at the primary level.

(iv) In order to improve the quality of the teachers, supervisers and other educational personnel, the Ministry of Education has established a permanent machinery for their in-service training by the multi-media approach. About 4,000 primary teachers have been trained through this method during the last three years.

(v) Last but not the least, the Ministry of Education is planning to establish a National Centre for Educational Innovation and Reform. The proposed Centre will have a wide range of functions, including applied research, documentation, diffusion and production of prototype materials.

**5. Educational research & information services**

Due attention is being paid to promote educational research and studies: at the colleges of education attached to the universities, at the Education Research Centre of the University of Baghdad, and the Ministry of Education in the Directorate of Documentation and Studies.

The Universities and colleges undertake fundamental research in a wide variety of fields, in accordance with the interests of advanced students and the staff members. However, the studies conducted by the Education Research Centre and the Ministry of Education are more of an operational nature, dealing with practical day-to-day problems of the educational system. In fact, most of



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their studies were initiated to facilitate the preparation of the educational plans.

The studies organized so far may be categorized as follows:

(a) Studies of social and economic aspects of education; for example, social barriers to education, attitudes of parents to formal education, wastage (repetition and dropout) in education, unit costs at the primary and secondary levels, etc;

(b) Studies of structures and organization of schools; for example, the one-teacher primary school, special centres for functional education of girls and women, etc;

(c) Studies of the educational processes and products: for example, feasibility of introducing modern mathematics and integrated science in primary and secondary schools, the relative advantages of the comprehensive secondary schools, the use of school records as a means of evaluating students progress, etc.

A complete list of the studies already completed is available on request. The report of selected studies can also be had from the organizations concerned, i.e., the Ministry of Education, the Education Research Centre or the University of Baghdad.

## 6. Documentary references

### a. Main legislative and regulating documents

Proceedings of the Eighth Regional Congress of the Arab Ba'ath Socialist Party in Iraq held in January 1974.

Revolutionary Command Council Decision No. 102 dated 7.2.1974 regarding "Free-of-Charge" education at all levels.

Law No. 118 of 1976 on compulsory school attendance.

Ordinance No. 2 of 1977 relating to the Reorganization of Secondary Education in Iraq.

Law No. 198 of 1975 in order to establish the Foundation for Vocational Education as a semi-autonomous Body under the Ministry of Education.

Regulation No. 54 of 1975 in order to improve school libraries.

Reguation No. 162 issued by the Ministry of Education to provide for training of youth in schools.

Regulations No. 6 and 7 of the year 1975 to further amend the system of Public Examinations.

### b. A selection from the main official publications issued by the Ministry of Education, Baghdad (Iraq) during 1974-1976.

The Development of Education in Iraq during the years 1974/75 and 1975/76. (A report prepared for ALESCO). Baghdad, 1976.

Arab Cultural Panorama; Development of Education and Literacy in Iraq during the period 1963-1970. (A report prepared for ALESCO). Baghdad, 1975.

A Plan for Kindergartens, (1976-1980). Baghdad, 1975.

A Plan for Universal Primary Education in Iraq (1976-1980). Baghdad, 1975.

A Plan for Intermediate Education in Iraq (1976-1980). Baghdad, 1975.

A Plan for Secondary (General) Education in Iraq (1976-1980). Baghdad, 1975.

A Plan for the Eradication of Illiteracy (Three Alternatives). Baghdad, 1975.

Annual Plan for in-service training of Primary School Teachers for the year 1976. Baghdad, 1975.

Five-year Plan for Educational Supervision (1976-1980), Vol. I (Primary Education). Baghdad, 1976.

Five-year Plan for Educational Supervision (1976-1980), Vol. II (Secondary Education). Baghdad, 1976.

Basic Statistics of Education for 1974/75. Baghdad, 1975.

Basic Statistics of Education for 1975/76. Baghdad, 1976.

Annual Report of the Ministry of Education for the year 1974/75. Baghdad, 1976.

A study of Drop-outs at the Intermediate level of Education in Iraq. Baghdad, 1975.

Status of Literacy in Iraq. Baghdad, 1976.

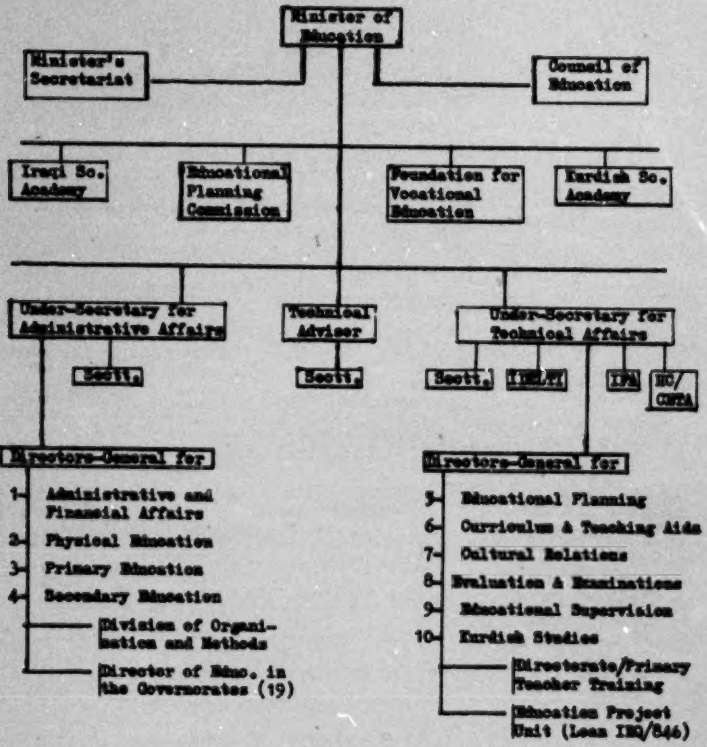
Status of Libraries in Intermediate Schools in Iraq. Baghdad, 1976.

ORGANIZATION CHART

Annex A.1

Ministry of Education

(7 April 1977)




Directorates under their respective Directors-General

1.1 Headquarters; 1.2 Personnel; 1.3 Legal Affairs; 1.4 Accounts;
1.5 Supplies; 1.6 Production Workshop; 1.7 Printing Press.
2.1 Physical Education (boys); 2.2 Physical Education (girls)
2.3 Boy Scouts & Girl Guides; 2.4 Youth Training in Schools.
3.1 Primary Education; 3.2 Kindergartens; 3.3 Special Education
3.4 Pilot Project (Education for Rural Development).
4.1 Secondary Education; 4.2 School Activities. 5.1 Educational Planning;
5.2 Follow-up & Evaluation; 5.3 Statistics; 5.4 School Buildings;
5.5 Studies & Documentation. 6.1 Curriculum & Textbooks; 6.2Teaching Aids;
6.3 Educational Television; 6.4 Laboratories; 6.5 Libraries;
6.6 Kurdish Studies; 6.7 Turkoman Studies. 7.1 Cultural Exchanges;
7.2 Information; 7.3 Unesco Affairs & Other International Organizations;
7.4 Cultural Counsellors Abroad (8). 8.1 Evaluation & Educational Guidance;
8.2 Examinations; 8.3 Certification; 8.4 High Com. for Public Examinations.
9.1 Supervision (Sec. Educ.); 9.2 Supervision (Primary Education);
9.3 In-Service Training (Sec. Teachers); 9.4 In-Service Training (Pr. Teachers);
9.5 Central Institute for In-Service Training of Educational Workers.
10.1 Statistics & Follow-up; 10.2 Curriculum & Textbooks;
10.3 Audio-Visual Aids; 10.4 Supplies.

Abbreviations used: IFA = Institute of Fine Arts

IIMLTT = Institute for the Development of English Language Teaching in Iraq

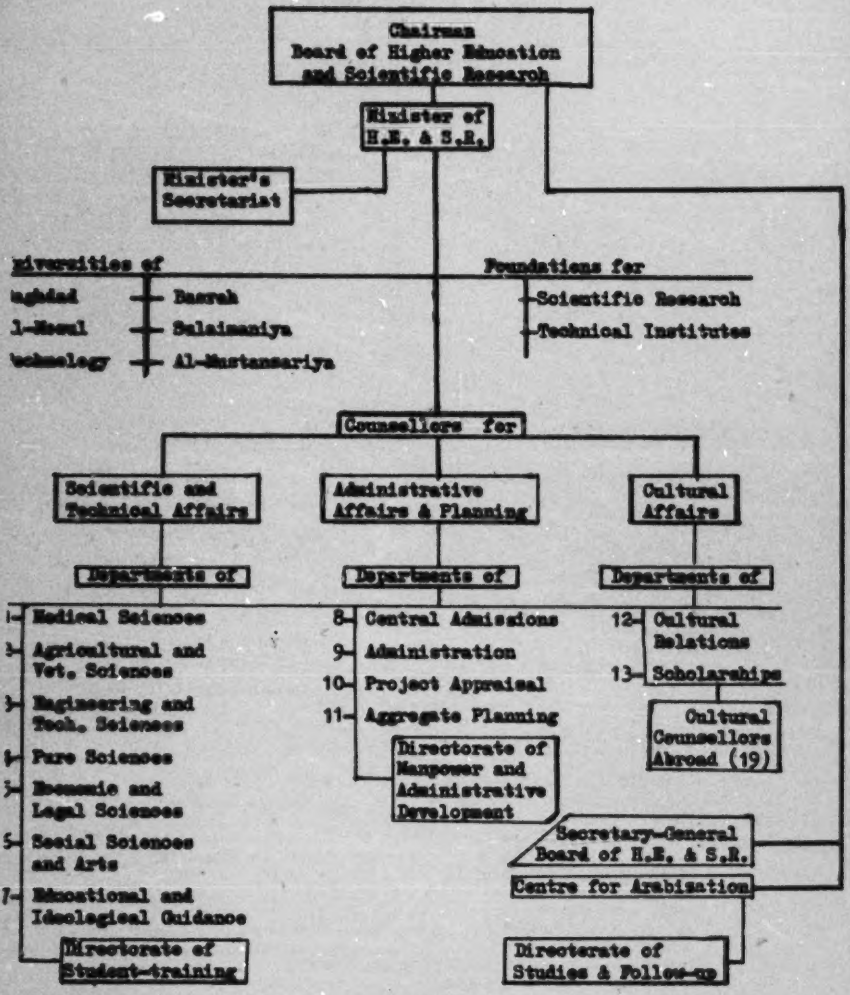
HC/CEPTA = High Committee for the Development of Curriculum, Examinations and Teaching Aids.

ORGANIZATION CHART

Annex A.2

Ministry of Higher Education and Scientific Research

(June 1977)

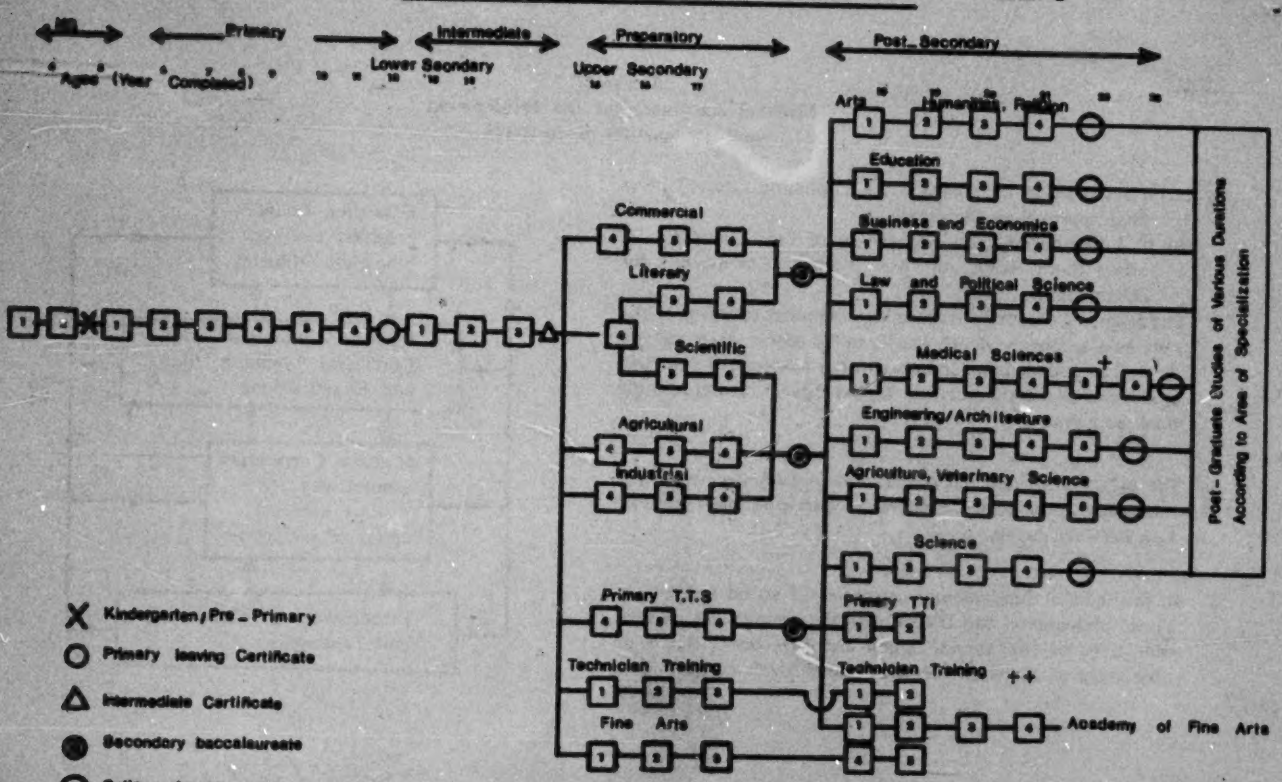



Directorates under the respective Departments

8.1 Central Registeration; 8.2 Admissions & Transfers; 8.3 Guidance & Follow-up; 8.4 Administrative Affairs; 9.1 Accounts; 9.2 Administrative Services & Follow-up; 9.3 Personnel; 9.4 Legal Affairs; 9.5 Mail & Filing; 9.6 Library & Documentation. 10.1 Finance & Investment; 10.2 Coordination & Follow-up; 10.3 Appraisal of LayOuts. 11.1 Plan Aggregation & Coordination; 11.2 Statistics; 11.3 Electronic Computer. 12.1 Agreements; 12.2 Arab & Foreign Students; 12.3 Exchange of Professors; 12.4 Information; 12.5 International Organisations and Associations & Scientific Unions. 13.1 Scholarships (Homeland & East); 13.2 Scholarships (Europe); 13.3 Scholarships (America); 13.4 Equating of degrees; 13.5 Administration.

# IRAQ, STRUCTURE OF THE EDUCATIONAL SYSTEM

ANNEX B



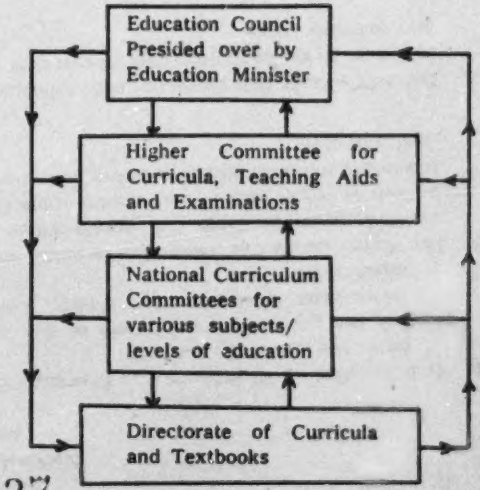

Source: Ministry of Education, Baghdad, Iraq
As of January 1977

\+ Medicine, surgery, dentistry, pharmacy, etc.

++ Institutes of technology, Agriculture, Forestry, Lab. Tech., Business, Industrial Training.

**Annex C**
**National machinery for the development and preparation of curricula**

4. (a) If satisfied on all grounds, the Education Council gives final approval to the curricula.
   (b) If it has querries on any aspect of the curricula, it refers them back to the Higher Committee for clarification.
3. The Higher Committee undertakes technical scrutiny of the curricula to ensure depth and breadth within each subject as well as proper balance between the subjects. If satisfied, it submits the draft curricula to the Education Council for final approval.
2. The NCCs draft the curricula and syllabuses, ensuring relevance to the basic objectives of curricula and coordination between levels.
1. In the light of fundamental principles of social and educational philosophy, the Directorate determines the general objectives of educational policy and lays down the basic objectives of curricula for the various levels of education.


Education Council Presided over by Education Minister
Higher Committee for Curricula, Teaching Aids and Examinations
National Curriculum Committees for various subjects/ levels of education
Directorate of Curricula and Textbooks

**Annex D. 1**

**Weekly time-table for single-shift urban Primary Schools in Iraq, 1975/76**

| Subject | Number of weekly periods in grade | | | | | |
|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI |
| Religious Education | 2 | 2 | 2 | 2 | 2 | 2 |
| Arabic language | 11 | 11 | 11 | 11 | 7 | 7 |
| English language | — | — | — | — | 4 | 4 |
| Modern Mathematics | 6 | 6 | 6 | 6 | 5 | 5 |
| Social & National Education | 4 | 4 | 4 | 3 | 5 | 5 |
| Science & Health Education | | | | 3 | 3 | 3 |
| Practical subjects | 4 | 4 | 4 | 4 | 3 | 3 |
| Physical Education | 2 | 2 | 2 | 2 | 2 | 2 |
| Music | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 30 | 30 | 30 | 32 | 32 | 32 |

**Notes:**

1. **Double-shift schools** follow the same time-table except that the total number of periods in the last three grades is reduced to 30 by omitting one period from Practical Subjects and one period from Physical Education.
2. **Practical Subjects** include Art Education (Drawing & Handicrafts), Agriculture and Home Economics. Art Education and Agriculture are allotted two periods each in the first four grades. In the last two grades, they get one period each, while the third period is allotted to Home Economics.
3. **Arabic language** includes Reading, Handwriting, Penmanship, Recitation, Expression and Grammer.
4. Social & National Education; Principles of Science and Health Education are taught as one subject, called Socio-biological Education, in the first three grades, but as two separate subjects in the last three grades. Social and National Education which includes Historical, Geographical and National Information, is considered as one subject in Grade IV, but is separated into three parts in Grades V and VI.

## Annex D. 2

### Weekly time-table for single-shift rural Primary Schools in Iraq, 1975/76

| Subject | Number of weekly periods in grade | | | | | |
|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI |
| Religious Education | 2 | 2 | 2 | 2 | 2 | 2 |
| Arabic language | 11 | 11 | 11 | 11 | 7 | 7 |
| English language | — | — | — | — | 4 | 4 |
| Modern Mathematics | 6 | 6 | 6 | 6 | 5 | 5 |
| Social & National Education | 4 | 4 | 4 | 3 | 5 | 5 |
| Science & Health Education | | | | 3 | 3 | 3 |
| Practical Subjects | 2 | 2 | 2 | 2 | 2 | 2 |
| Agricultural Education | 2 | 2 | 2 | 3 | 3 | 3 |
| Physical Education | 2 | 2 | 2 | 1 | 1 | 1 |
| Music | 1 | 1 | 1 | 1 | — | — |
| Total | 30 | 30 | 30 | 32 | 32 | 32 |

**Notes:**

1. **Double-shift schools** follow the same time-table except that the total number of periods in the last three grades is reduced to 30 by omitting one period from Agricultural Education and dropping Physical Education altogether.
2. **Practical Subjects** include Art Education (Drawing & Handicrafts) and Home Economics. Drawing and Handicrafts are allotted one period each in all the grades. In addition, girls study Home Economics for one period per week in Grades V and VI.
3. **Arabic language:** See note 3 to Annex D.1 on previous page.
4. **Social & National Education, etc.:** See note 4 to Annex D.1 on previous page.

## Annex D. 3

### Weekly time-table for single-shift Intermediate Schools in Iraq for the Academic year 1975/76

| Area & Subjects | | Sex | Number of weekly periods in grade I | II | III |
|---|---|---|---|---|---|
| Religious Education | | Mixed | 1 | 1 | 1 |
| Arabic language | | Mixed | 6 | 6 | 6 |
| English language | | Mixed | 6 | 5 | 5 |
| Social Studies: History | | Mixed | 2 | 2 | 2 |
| Social Studies: Geography | | Mixed | 2 | 2 | 2 |
| Social Studies: Civics | | Mixed | 1 | 1 | 1 |
| Mathematics: Principles | | Mixed | 5 | — | — |
| Mathematics: Algebra | | Mixed | — | 2 | 2 |
| Mathematics: Geometry | | Mixed | — | 3 | 3 |
| Science | Gen. Science | Mixed | 3 | — | — |
| & | Chemistry | Mixed | — | 2 | 2 |
| Health | Biology & Health | Mixed | — | [illegible] | 2 |
| | Physics | Mixed | — | 2 | 2 |
| Art Education | | Boys | 3 | 2 | 2 |
| Art Education | | Girls | 2 | 1 | 1 |
| Physical Education | | Boys | 3 | 2 | 2 |
| Physical Education | | Girls | 2 | 2 | 1 |
| Home Economics | | Girls | 2 | 1 | 2 |
| Total | | All | 32 | 32 | 32 |

Note: Double-shift schools follow the same time-table except that the number of weekly periods for boys in reduced to 30 in Grades I and III and to 31 in Grade II. This is achieved by omitting one period from Art Education in all the three grades and one period from Physical Education in Grades I and III only.



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Annex D. 4

**Weekly time-table for Preparatory Schools in Iraq for the Academic year 1975/76**

| Subject / Stream | Number of weekly periods in grade | | | | |
|---|---|---|---|---|---|
| | IV | V | VI | V | VI |
| | General | Literary | | Scientific | |
| Religious Education | 2 | 2 | 2 | 2 | 2 |
| Arabic Language | 5 | 8 | 8 | 4 | 4 |
| Kurdish language | — | — | 2 | — | 2 |
| English language | 5 | 6 | 6 | 5 | 5 |
| Social-Sciences: History | 2 | 3 | 3 | — | — |
| Social-Sciences: Geography | 2 | 3 | 3 | — | — |
| Social-Sciences: Sociology | — | 2 | — | — | — |
| Social-Sciences: Economics | — | 2 | 2 | — | — |
| Mathematics | 3 | 2 | 2 | 6 | 5 |
| Science: Physics | 3 | — | — | 4 | 4 |
| Science: Chemistry | 3 | — | — | 4 | 4 |
| Science: Biology | 3 | — | — | 4 | 4 |
| Art Education | 1 | 1 | 1 | 1 | 1 |
| Physical Education | 1 | 1 | 1 | 1 | 1 |
| Total (for boys) | 30 | 30 | 30 | 31 | 32 |
| Home Economics (for girls only) | 2 | 2 | 2 | 2 | 1 |
| Total (for girls) | 32 | 32 | 32 | 33 | 33 |

Annex E. 1

## Weekly time-table for Secondary Agricultural Schools in Iraq, 1975/76

| Subject | No. of weekly periods in grade IV | | V | | VI | |
|---|---|---|---|---|---|---|
| | Theory | Prac'l | Theory | Prac'l | Theory | Prac'l |
| Arabic Lang. & Religion | 2 | — | 2 | — | 2 | — |
| Kurdish language | (a) | — | (a) | — | 2 | — |
| English language | 2 | — | 2 | — | — | — |
| Mathematics | 2 | — | — | — | — | — |
| Physics | 2 | 1 | — | — | — | — |
| Chemistry | 2 | 2 | — | — | — | — |
| Botany & Zoology | 2 | 2 | — | — | — | — |
| Horticulture | 2 | 3 | 2 | 3 | 2 | 3 |
| Farm Produce | 2 | 3 | 2 | 3 | 2 | 3 |
| Plant Protection | — | — | 3 | 1 | — | — |
| Silk-Worm & Bee keeping | — | — | 1 | — | — | — |
| Animal care | 2 | 2 | — | — | — | — |
| Poultry Farming | — | — | 1 | 2 | — | — |
| Veterinary Science | — | — | 1 | 1 | — | — |
| Food Industries | — | — | — | — | 1 | 2 |
| Dairy Farming | — | — | — | — | 1 | 2 |
| Soil & Ag. Reform | — | — | 2 | — | — | — |
| Economics & Cooperatives | — | — | 2 | — | — | — |
| Farm Management & Book Keeping | — | — | — | — | 2 | — |
| Agricultural Extension & Social Development | — | — | — | — | 1 | — |
| Agricultural Machinery | — | 4 | — | 4 | — | 4 |
| Farm Labour & Training | — | 5 | — | 8 | — | 13 |
| Total | 18 | 22 | 18 | 22 | 13 | 27 |

(a) Add two peroids for schools in Kurdish Areas.

Annex E. 2

Weekly time-table for Secondary Industrial Schools in Iraq, 1975/76

| Subject | No. of weekly periods in grade IV | V | VI |
|---|---|---|---|
| **Academic subjects** | | | |
| Religious Education | 1 | 1 | — |
| Arabic language | 2 | 2 | — |
| English language | 2 | 3 | 3 |
| Social Sciences | 2 | — | — |
| Vocational Health | — | 1 | — |
| Physics | 3 | 4 | 4 |
| Commercial Information and Labour Laws | — | — | 2 |
| Mathematics | 2 | 3 | 3 |
| Chemistry | — | — | 2 |
| Sub-total/Academic subjects | 12 | 14 | 14 |
| **Technical subjects** | | | |
| Geometrical & Industrial Drawing | 6 | 4 | 4 |
| Industrial Arithmetic | 2 | 2 | 2 |
| Industrial Sciences | 4 | 4 | 4 |
| Practical Training | 18 | 18 | 18 |
| Physical Education | 2 | 2 | 2 |
| Sub-total/Technical subjects | 32 | 30 | 30 |
| Total | 44 | 44 | 44 |

Note: Areas of specialization include: general mechanics, electricity and electronics, auto-mechanics, building trades, plumbing, carpentry (furniture and model making), printing, weaving and die-making.

Annex E. 3

Weekly time-table for Secondary Commercial Schools in Iraq, 1975/76

| Subject | No. of weekly periods in grade | | |
|---|---|---|---|
| | IV | V | VI |
| Religious Education | 2 | 2 | 2 |
| Arabic language | 5 | 5 | 5 |
| English language | 5 | 5 | 5 |
| Accounts/Book keeping | 5 | 5 | 5 |
| General Mathematics | 3 | — | — |
| Commercial Arithmetic and Financial Mathematics | — | 3 | 3 |
| Geography | 3 | — | — |
| Economics | — | 3 | 3 |
| Labour Administration | 2 | 2 | — |
| Commercial Law | — | — | 2 |
| Commercial correspondence (English) | — | 2 | 2 |
| Education | 1 | 1 | 1 |
| Typing (English) | 5 | — | — |
| Typing (Arabic) | — | 3 | 3 |
| Total | 31 | 31 | 31 |

Annex F. 1

## Weekly time-table for Teacher Training Schools in Iraq, 1975/76

| Subject | No. of weekly periods in Class | | |
|---|---|---|---|
| | I | II | III |
| Religion | 1 | 1 | 1 |
| Arabic language: Principles of teaching reading & writing | 5 | 5 | 6 |
| English language | 5 | 5 | 2(P) |
| Social Studies: Hist. + Geog. | 4 | 4 | 2(P) |
| The Arab Society | — | — | 2 |
| Sciences | 4(B+Z) | 3(Ch.) | 3(Ph.) |
| Principles of teaching science | — | — | 2 |
| School Health | — | — | 2 |
| Mathematics | 3 | 2 | 2(P) |
| Principles of Education | 3 | — | — |
| Educational Psychology | — | 2 | — |
| Child Psychology | — | — | 2 |
| General Methods of teaching | — | 3 | — |
| School Administration | — | — | 2 |
| Observation & Application | — | — | 2 |
| Home Economics & Child Care for Girls or Agriculture for Boys | 2 | 2 | — |
| Physical Education | 2 | 2 | 1(P) |
| Music & National Anthems | 1 | 1 | 1 |
| Art Education | 2 | 2 | 2(P) |
| Total | 32 | 32 | 32 |
| Kurdish language | 2 | 2 | * |
| G. total | 34 | 34 | 32 |

* Add two periods for schools in Kurdish Areas only.

Abbreviations used: B + Z = Biology and Zoology; Ch = Chemistry; Ph = Physics. P = Principles;

## Annex F. 2

### Weekly time-table for Teacher Training Institutes in Iraq, 1975/76

| | No. of weekly periods in class | |
|---|---|---|
| | I | II(1st term)* |
| Arabic and Religion | 3 | — |
| Methods of teaching Arabic | — | 3 |
| Methods of teaching the alphabet | — | 3 |
| English language | 3 | — |
| Methods of teaching English | — | 3 |
| Modern Mathematics | 3 | — |
| Methods of teaching Modern Mathematics | — | 3 |
| Biology | 2 | — |
| Methods of teaching sciences | — | 2 |
| Arab society (Social Sciences)(1) | 2 | — |
| Methods of teaching Social Sciences | — | 2 |
| Educational & Child Psychology | 3 | — |
| New Trends in Primary Education | 3 | — |
| Practical Activities(2) | 3 | — |
| Practical Activities (methodology) | — | 4 |
| Audio-visual aids (Practical) | — | 2 |
| Kurdish language(3) | (2) | — |
| Methods of teaching Kurdish(3) | — | (2) |
| Total | 22 | 22 |

* The second term of the second year is used for practice teaching only.

(1) As a subject, Arab Society includes the study of the social, cultural, political and economic conditions of the Arab Homeland.

(2) At least one out of: Agriculture and School Gardening; Drawing and Sculpture; Music and Anthems; Sports and Physical Education; Handicrafts.

(3) Only at Teacher Training Institute in Arbil.

**Annex G. 1**
**Number of educational institutions in Iraq**
**by level and sex for A.Y. 1974/75 and 1975/76**
**(Data refer to 30.06.77)**

| Academic year | | 1974/75 | | | | 1975/76 | | | | 1973/74 | Increase |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | Sex | Boys | Girls | Mixed | Total | Boys | Girls | Mixed | Total | Total | % |
| Pre-primary | | — | — | 203 | 203 | — | — | 245 | 245 | 149 | 64.4 |
| Primary | | 2,339 | 842 | 3,013 | 6,194 | 3,198 | 1,049 | 3,417 | 7,664 | 6,731 | 13.9 |
| Intermediate | | 360 | 167 | 56 | 583 | 427 | 198 | 98 | 723 | 591 | 22.3 |
| Preparatory | | 68 | 46 | 10 | 124 | 74 | 46 | 8 | 128 | 110 | 16.4 |
| Full Secondary | | 152 | 140 | 134 | 426 | 205 | 141 | 118 | 464 | 392 | 18.4 |
| Total Sec. General | | 580 | 353 | 200 | 1,133 | 706 | 385 | 224 | 1,315 | 1,093 | 20.3 |
| Total Sec. Voc. | | 30 | 20 | 21 | 71 | 29 | 22 | 29 | 80 | 65 | 23.1 |
| T.T. Schools | | 1 | 1 | — | 2 | 11 | 15 | 1 | 27 | 1 | — |
| T.T. Institutes | | 5 | 4 | — | 9 | 2 | 3 | 6 | 11 | 4 | — |
| Inst. of Fine Arts | | — | — | 2 | 2 | — | — | 2 | 2 | 2 | 0.0 |
| Higher Tech. Inst. | | — | 1 | 7 | 8 | — | 1 | 7 | 8 | 8 | 0.0 |
| Colleges | | 2 | 1 | 38 | 41 | 2 | 1 | 38 | 41 | 42 | —2.4 |
| Total Higher Edu. | | 2 | 2 | 45 | 49 | 2 | 2 | 45 | 49 | 50 | —2.0 |
| Grand total | | 2,957 | 1,222 | 3,484 | 7,663 | 3,948 | 1,476 | 3,969 | 9,393 | 8,095 | 16.0 |

Note: The increase per cent has been calculated over the two-year period: 1973/74 to 1975/76.

## Annex G. 2

**Number of pupils enrolled in educational institutions in Iraq, by level and sex during 1974/75 and 1975/76**

| Academic year | 1974/75 | | 1975/76 | | | | 1973/74 | Increase |
|---|---|---|---|---|---|---|---|---|
| Level / Sex | Boys | Girls | Total | Boys | Girls | Total | Total | % |
| Pre-primary | 18,800 | 16,567 | 35,367 | 23,835 | 20,578 | 44,413 | 16,874 | 163.2 |
| Primary | 1,030,547 | 493,408 | 1,523,955 | 1,176,208 | 588,884 | 1,765,092 | 1,408,929 | 25.3 |
| Intermediate | 237,224 | 91,226 | 328,450 | 265,520 | 104,173 | 369,693 | 274,445 | 34.7 |
| Preparatory | 88,660 | 40,653 | 129,313 | 91,268 | 38,152 | 129,420 | 114,179 | 13.3 |
| Total Sec. General | 325,884 | 131,879 | 457,763 | 356,788 | 142,325 | 499,113 | 388,624 | 28.4 |
| Total Sec. Voc. | 15,808 | 5,225 | 21,033 | 18,277 | 5,505 | 23,782 | 16,010 | 48.5 |
| T.T. Schools | 450 | 639 | 1,089 | 2,611 | 5,485 | 8,096 | 372 | — |
| T.T. Institutes | 3,728 | 3,721 | 7,449 | 3,105 | 5,272 | 8,377 | 7,080 | 18.3 |
| Inst. of Fine Arts | 880 | 213 | 1,093 | 840 | 226 | 1,066 | 924 | 15.4 |
| Higher Tech. Inst. | 3,037 | 1,228 | 4,265 | 4,098 | 1,668 | 5,766 | 3,211 | 79.6 |
| Colleges | 48,049 | 17,933 | 65,982 | 49,458 | 21,521 | 70,979 | 55,118 | 28.8 |
| Total H. Education | 51,086 | 19,161 | 70,247 | 53,556 | 23,189 | 76,745 | 58,329 | 31.6 |
| Grand total | 1,447,183 | 670,813 | 2,117,996 | 1,635,220 | 791,464 | 2,426,684 | 1,897,142 | 27.9 |

Notes: 1. The increase per cent has been calculated over the two-year period: 1973/74 to 1975/76.
2. Data refer to 30 June 1977.

Annex G. 3

Number of full-time teachers in Iraq

by level and sex in A.Y. 1974/75 and 1975/76

(Data refer to 30.06.77)

| Academic Year | 1974/75 | | | 1975/76 | | | 1973/74 | Increase |
|---|---|---|---|---|---|---|---|---|
| Level \ Sex | M | F | T | M | F | T | T | % |
| Pre-primary | — | 1,391 | 1,391 | — | 1,913 | 1,913 | 865 | 121.2 |
| Primary | 36,112 | 21,509 | 57,621 | 43,871 | 25,004 | 68,875 | 58,455 | 17.8 |
| Secondary Gen. | 10,054 | 6,808 | 16,862 | 10,964 | 7,523 | 18,487 | 14,871 | 24.3 |
| Total Sec. Voc. | 1,115 | 393 | 1,508 | 1,373 | 272 | 1,645 | 1,255 | 31.1 |
| T.T. Schools | 34 | 33 | 67 | 142 | 263 | 405 | 37 | — |
| T.T. Institutes | 162 | 77 | 239 | 161 | 80 | 241 | 146 | 65.1 |
| Inst. of Fine Arts | 120 | 5 | 125 | 64 | 7 | 71 | 61 | 16.4 |
| Higher Tech. Inst. | 172 | 70 | 242 | 198 | 97 | 295 | 244 | 20.9 |
| Colleges | 1,811 | 385 | 2,196 | 2,006 | 424 | 2,430 | 2,217 | 9.6 |
| Total Higher Edu. | 1,983 | 455 | 2,438 | 2,204 | 521 | 2,725 | 2,461 | 10.7 |
| Grand total | 49,580 | 30,671 | 80,251 | 58,779 | 35,583 | 94,362 | 78,151 | 20.7 |

Note: The increase per cent has been calculated over the two-year period: 1973/74 to 1975/76.

## Annex G. 4

### Statistics of Vocational Education in Iraq

#### (a) Institutions

| Academic year | | 1974/75 | | | | 1975/76 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Level | Sex | B | G | M | T | B | G | M | T |
| Secondary | Ag. | 15 | — | — | 15 | 16 | — | — | 16 |
| Secondary | Ind. | 10 | — | 10 | 20 | 8 | — | 15 | 23 |
| Secondary | Com. | 5 | 5 | 11 | 21 | 5 | 8 | 14 | 27 |
| Secondary | Women's | — | 15 | — | 15 | — | 14 | — | 14 |
| Total | | 30 | 20 | 21 | 71 | 29 | 22 | 29 | 80 |

#### (b) Enrolment

| Academic year | | 1974/75 | | | 1975/76 | | |
|---|---|---|---|---|---|---|---|
| Level | Sex | Boys | Girls | Total | Boys | Girls | Total |
| Secondary | Ag. | 4,113 | — | 4,112 | 4,689 | — | 4,689 |
| Secondary | Ind. | 7,629 | 438 | 8,067 | 9,362 | 655 | 10,017 |
| Secondary | Com. | 4,067 | 3,715 | 7,782 | 4,219 | 4,246 | 8,465 |
| Secondary | Women's | — | 1,072 | 1,072 | — | 604 | 604 |
| Total | | 15,808 | 5,225 | 21,033 | 18,277 | 5,505 | 23,782 |

#### (c) Teachers

| Academic year | | 1974/75 | | | 1975/76 | | |
|---|---|---|---|---|---|---|---|
| Level | Sex | M | F | T | M | F | T |
| Secondary | Ag. | 372 | — | 372 | 464 | — | 464 |
| Secondary | Ind. | 552 | 9 | 561 | 680 | 17 | 697 |
| Secondary | Com. | 191 | 179 | 370 | 299 | 190 | 419 |
| Secondary | Women's | — | 205 | 205 | — | 65 | 65 |
| Total | | 1,115 | 393 | 1,508 | 1,373 | 272 | 1,645 |

Note 1. Data refer to 30 June 1977.
Note 2. The Women's schools were phased out in June 1976.

Annex G. 5

Some educational indicators for Iraq, 1975/76

| Level/type | Pupils per school | Pupils per teacher | % of girl students | % of female teachers |
|---|---|---|---|---|
| Pre-school | 181.3 | 23.2 | 46.3 | 100.0 |
| Primary | 230.3 | 25.6 | 33.4 | 36.3 |
| Secondary (general) | 379.6 | 27.0 | 28.5 | 40.7 |
| Secondary (vocational) | 297.3 | 14.5 | 23.1 | 16.5 |
| T.T. Schools | 299.9 | 20.0 | 67.7 | 64.9 |
| T.T. Institutes | 761.5 | 34.8 | 62.9 | 33.2 |
| Institutes of Fine Arts | 533.0 | 15.0 | 21.2 | 9.9 |
| Higher Tech. Institutes | 723.5 | 19.5 | 28.9 | 32.9 |
| Colleges | 1,731.2 | 29.2 | 30.3 | 17.4 |